



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2615 S. Dorsey Ln., Tempe, AZ 85282

Tempe Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Howard Oechsner
Schedule : 8:00 AM to 4:00 PM
Grades : K-5
2004 Enrollment : 401
Web Address : www.tempeschools.org/schools/emeyer.ht
Phone Number : (480) 829-8002
Fax Number : (480) 829-6561
E-mail : howard@tempeschools.org

Mission

VISION: A community of learners achieving excellence in a safe and secure environment.

MISSION: To provide an enriched environment in which community, parents, staff, and students strive for the success of all children.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All Meyer students will read on grade level with 90-94% accuracy with adequate comprehension as measured by Running Records.
- ü All K-2 students will achieve proficiency in all math standards as measured by the District Math Assessment. All 3-5 students will show appropriate grade-level growth as measured by NWEA RIT scores.

Enrollment

October 1, 2003 School Year Student Enrollment : 400
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 145

Instructional Programs

- Ü Integrated Learning
- Ü Accelerated Reader
- Ü Full-day Kindergarten
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Meyer School assures a safe and enjoyable learning environment where students are guided to achieve their highest potential. Parents receive regular communications to keep them informed of their child's progress and events occurring at the school.

Parents

Meyer School expects that parents will send their students to school every day, on time, and prepared. This includes providing proper clothing and nourishment, assisting students with daily homework, and supporting school dress and behavior codes.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Diablos Excellence in Ed. Award--Grade 1	2002
Ü Diablos Excellence in Ed. Award--Grade 3	2002
Ü Diablos Excellence in Ed. Award--Grade 4	2003
Ü Diablos Excellence in Ed. Award--Grade K/1	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1518	75509	96	99	100	529	512	521	10	17	13	20	25	23	36	32	33	34	25	31
All Students (Prior Year)	57	1457	75372	95	100	100	514	516	523	7	11	9	33	29	25	36	35	36	24	25	30
Female	37	737	37013	97	100	100	524	512	522	7	15	12	21	29	24	39	31	33	32	25	31
Male	34	779	38430	94	99	99	533	512	521	13	19	14	19	23	22	32	33	33	35	25	31
African American	NC	165	3660	NC	100	99	NC	488	496	NC	29	24	NC	32	31	NC	24	28	NC	15	18
Hispanic	27	679	30486	100	99	99	529	502	505	0	16	18	31	31	29	50	38	32	19	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	NC	119	4075	NC	100	100	NC	489	486	NC	30	28	NC	30	34	NC	27	26	NC	12	12
White	30	490	35192	91	99	99	540	530	534	10	12	8	10	20	19	30	31	35	50	37	39
Students with Disabilities	10	196	9708	83	100	100	505	481	489	22	43	32	22	25	27	33	18	24	22	15	17
Students without Disabilities	61	1322	65801	98	99	98	533	516	525	8	14	11	20	26	23	36	34	34	36	27	33
Limited English Proficient Students	13	400	16928	100	100	100	540	479	485	0	25	29	0	34	33	100	38	26	0	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	37	972	36411				513	497	503	10	23	19	34	29	29	41	33	32	14	15	20
Non-Economically Disadvantaged	34	546	39040				543	531	534	10	10	8	7	21	19	30	31	34	53	38	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1520	75492	96	100	100	522	512	519	8	16	12	10	19	16	59	45	47	22	20	24
All Students (Prior Year)	56	1454	75221	93	100	100	528	519	523	8	10	8	10	19	16	57	52	56	24	18	21
Female	37	738	37014	97	100	100	525	517	523	4	12	10	7	17	15	71	49	48	18	22	27
Male	34	780	38400	94	99	99	519	508	516	13	20	14	13	20	17	48	41	47	26	18	21
African American	NC	165	3665	NC	100	99	NC	500	505	NC	23	20	NC	27	22	NC	40	43	NC	10	14
Hispanic	27	679	30438	100	99	99	521	507	508	6	16	17	6	19	21	63	52	47	25	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	NC	119	4081	NC	100	100	NC	495	498	NC	28	25	NC	25	26	NC	39	40	NC	8	8
White	30	490	35177	91	99	99	526	522	528	10	12	8	10	15	13	57	42	49	23	31	31
Students with Disabilities	10	196	9707	83	100	100	500	482	495	22	48	33	33	23	21	22	21	33	22	9	13
Students without Disabilities	61	1324	65785	98	99	98	526	516	522	6	12	10	6	18	16	66	48	49	22	22	26
Limited English Proficient Students	13	400	16905	100	100	100	517	487	489	0	34	34	0	28	28	100	34	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	37	972	36302				512	504	507	7	21	18	17	21	21	62	46	46	14	12	14
Non-Economically Disadvantaged	34	548	39164				531	523	528	10	10	8	3	16	13	57	44	48	30	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1507	75053	96	99	99	642	620	597	3	6	7	3	9	12	81	73	72	12	12	9
All Students (Prior Year)	55	1431	73654	92	99	99	534	529	530	10	11	9	14	14	13	64	65	70	12	9	7
Female	37	732	36872	97	99	99	662	650	621	0	3	5	4	6	9	82	75	74	14	16	12
Male	34	773	38109	94	98	99	623	593	573	6	9	10	3	11	14	81	71	69	10	9	6
African American	NC	163	3636	NC	99	99	NC	590	568	NC	10	12	NC	10	16	NC	75	67	NC	6	6
Hispanic	27	677	30235	100	98	98	643	617	575	6	4	9	6	9	14	69	75	70	19	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	NC	119	4044	NC	100	99	NC	597	550	NC	10	13	NC	8	17	NC	78	66	NC	4	4
White	30	485	35028	91	98	99	653	632	613	0	6	6	3	9	10	83	71	73	13	15	11
Students with Disabilities	10	195	9625	83	100	100	593	540	530	11	24	21	11	16	21	78	56	55	0	4	4
Students without Disabilities	61	1312	65428	98	98	98	651	631	604	2	4	6	2	8	11	82	75	73	14	14	10
Limited English Proficient Students	13	400	16765	100	100	100	690	574	525	0	13	17	0	13	20	100	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	37	966	36077				628	597	566	3	8	10	3	10	16	83	75	69	10	8	5
Non-Economically Disadvantaged	34	541	38950				655	650	618	3	4	5	3	6	9	80	71	73	13	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1354	76019	100	99	100	492	495	499	16	15	14	38	40	39	16	11	14	29	34	33
All Students (Prior Year)	71	1410	76230	95	100	100	504	499	498	4	12	12	49	39	38	2	12	12	45	37	37
Female	27	655	37207	100	100	100	499	495	499	15	14	12	33	40	41	19	13	14	33	34	33
Male	33	699	38677	100	99	100	485	495	498	18	16	15	43	40	38	14	10	13	25	34	34
African American	NC	179	3817	NC	100	100	NC	474	475	NC	21	23	NC	51	47	NC	9	11	NC	19	18
Hispanic	18	617	29458	100	100	100	485	488	480	13	17	20	40	43	48	27	11	12	20	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	NC	113	4735	NC	97	100	NC	485	466	NC	19	28	NC	44	49	NC	10	10	NC	27	13
White	27	404	35880	100	98	100	507	514	515	11	9	7	33	31	32	11	12	16	44	47	45
Students with Disabilities	10	193	9786	100	100	100	435	455	457	63	41	39	38	41	40	0	4	7	0	14	13
Students without Disabilities	50	1161	66233	94	99	99	502	501	503	9	11	11	38	40	39	19	12	14	34	37	35
Limited English Proficient Students	NC	342	15206	NC	100	100	NC	463	459	NC	26	31	NC	57	53	NC	8	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	26	832	35714				476	485	480	21	17	20	46	46	47	13	11	12	21	26	20
Non-Economically Disadvantaged	34	522	40266				504	509	513	13	12	9	32	31	33	19	12	15	35	45	43

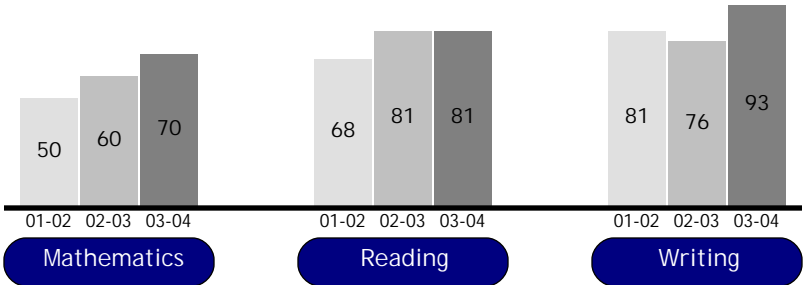
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1349	76020	100	99	100	502	498	503	33	33	25	20	23	23	35	36	40	13	8	12
All Students (Prior Year)	71	1405	76202	95	100	100	507	502	505	14	20	19	20	27	24	53	43	46	14	10	11
Female	27	653	37213	100	99	100	505	500	504	26	27	22	26	25	23	33	39	42	15	8	13
Male	33	696	38666	100	99	100	499	496	501	39	39	29	14	21	22	36	32	38	11	8	12
African American	NC	179	3819	NC	100	100	NC	489	494	NC	45	37	NC	27	26	NC	25	31	NC	3	6
Hispanic	18	614	29442	100	99	99	491	494	494	40	36	37	20	26	26	27	31	31	13	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	NC	114	4735	NC	97	100	NC	489	489	NC	50	48	NC	23	25	NC	26	24	NC	1	3
White	27	401	35890	100	98	100	515	509	511	22	19	15	19	18	20	41	48	48	19	15	18
Students with Disabilities	10	190	9784	100	99	100	477	479	485	75	72	58	13	14	19	0	10	19	13	4	4
Students without Disabilities	50	1159	66236	94	99	99	506	501	504	26	27	23	21	24	23	40	40	42	13	9	13
Limited English Proficient Students	NC	338	15198	NC	100	100	NC	482	483	NC	62	59	NC	27	25	NC	11	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	26	829	35703				489	493	494	42	40	37	25	26	26	29	29	31	4	5	6
Non-Economically Disadvantaged	34	520	40274				512	505	509	26	24	17	16	18	20	39	46	47	19	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1350	75673	100	99	100	518	528	530	24	12	12	27	28	25	44	56	58	5	4	4
All Students (Prior Year)	66	1372	74692	88	98	99	506	499	502	10	17	18	28	30	27	54	46	47	8	7	8
Female	27	654	37099	100	100	100	553	549	548	15	7	8	26	25	22	52	62	64	7	6	6
Male	33	696	38441	100	99	99	485	508	513	32	17	16	29	31	29	36	49	52	4	3	3
African American	NC	177	3791	NC	99	99	NC	512	506	NC	16	18	NC	28	29	NC	54	50	NC	2	3
Hispanic	18	618	29305	100	100	99	483	511	507	27	15	16	40	31	31	33	52	51	0	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	NC	114	4707	NC	97	100	NC	518	492	NC	11	19	NC	30	33	NC	56	46	NC	3	1
White	27	402	35760	100	98	99	551	556	550	22	8	9	22	23	21	44	60	64	11	8	6
Students with Disabilities	10	194	9706	100	100	100	430	453	462	50	40	36	38	34	32	13	23	31	0	3	1
Students without Disabilities	50	1156	65967	94	99	99	533	538	536	19	8	10	26	27	25	49	60	60	6	5	5
Limited English Proficient Students	NC	340	15115	NC	100	100	NC	477	471	NC	23	26	NC	35	38	NC	42	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	26	832	35541				496	513	504	29	14	17	21	32	31	50	52	50	0	2	2
Non-Economically Disadvantaged	34	518	40091				536	548	550	19	10	9	32	23	21	39	60	64	10	7	6

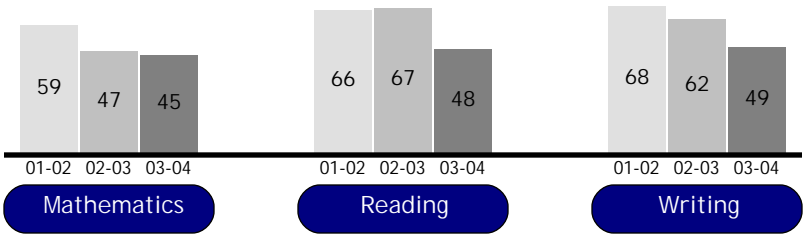
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	49	38	44	92	39	42	50	94	56	NA	58
	Language	96	47	31	39	98	28	33	43	93	53	44	50
	Mathematics	96	43	46	52	97	34	49	57	96	50	57	64
3	Reading	87	39	34	43	96	55	38	47	94	58	NA	55
	Language	87	45	40	50	98	60	45	54	96	60	54	61
	Mathematics	87	36	42	50	98	49	44	54	94	61	54	61
4	Reading	90	44	38	47	96	44	42	52	98	62	NA	56
	Language	90	45	38	45	100	46	40	48	100	54	45	52
	Mathematics	90	47	43	52	98	48	46	57	98	58	51	61
5	Reading	97	50	39	46	95	50	41	50	98	49	NA	55
	Language	97	48	35	43	100	41	38	46	100	46	43	49
	Mathematics	97	62	46	54	98	57	50	57	97	65	59	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Establish and Monitor School Goals
- Ü Monitor Budget for Frys' Monies
- Ü Monitor Tax Credit Expenditures
- Ü Parent/Educator Relations
- Ü Support Educational Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	24.84
Other Professional Staff	2.40	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	1	0	0
10 or more years	3	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	18
Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Macintosh iMac Computer Lab
- Ü Library Holding Over 9,000 Volumes
- Ü Band and Orchestra Rooms

Extracurricular Activities

- Ü Drama Program
- Ü Band, Chorus, and Orchestra
- Ü Numerous After School Clubs
- Ü Student Council

Social Services

- Ü Before and After School Child Care
- Ü Breakfast and Lunch Programs
- Ü Counseling Services
- Ü Character Education Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The school has worked with the PTA and the Site Council to fully implement the Accelerated Reader Program in grades three through five. The program is now being extended down to second grade.
- ü Large percentage of faculty have completed extensive training in Discipline-Based Art Education, Multiple Intelligences training, and English Language Learning classes.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	79	66
Grades 3-4	67	71
Grades 4-5	70	81

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have programs and staff training in place to ensure a safe and healthy learning environment.

School counselors and teachers provide direct instruction on violence prevention using the U.S. Department of Education Exemplary Program "Second Step."

Other programs to support safe schools include "Project Alert" and "Olweus Bullying Prevention Program."

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Howard J. Oechsner	(480) 829-8002
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Marilyn Roskowitz	(480) 829-8002
School Nutrition Programs	Pam Gorawara	(480) 774-2126
Parent Organization	Alan Anderson, PTA President	(480) 829-8002
Student Health/Nurse	Patricia Lamb	(480) 829-8002

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 400 Copies = \$153.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.